

Teaching for Metacognition in Disciplinary Interactions with Complex Text

Introducing Metacognition

Define and demonstrate metacognition:

- Awareness of what you know and don't know
- Action you take to address flaws or gaps in what you know

Examples:

- Paint chip cards
- Anchor Chart

Engaging Students in Reflective Processes

Foster reflective thinking

Build self-awareness

Integrate reflection

Examples:

- Reflection Protocol
 - What worked?
 - What didn't work?
 - Why?
- Exit Tickets
- Do Now
- Fist to Five
- Strategy Checklist

Deconstructing Reflective Processes

Visibly enact your thought processes as an expert learner

Provide guided practice:

- Students verbalizing thought processes while reading
- Modeling by teacher and/or students

Examples:

- Fishbowl analysis
- Model/non-model
- Gradual Release of Responsibility

Teaching Specific Strategies

Demonstrate:

- What the strategy is
- Why the strategy should be used
- How to use the strategy
- When and where the strategy should be used
- How to evaluate use of strategy

Examples:

- Additional modeling with Think Alouds
- Stop, Think, Tag
- Introducing discourse patterns

Guiding Student Use of Strategies and Processes

Foster students' ability to regulate discussion by:

- planning
- monitoring
- evaluating

Promote independent use of metacognitive strategies and processes

Examples:

- Metacognitive Regulation Cycle
 - Planning
 - Monitoring
 - Evaluating
- Feedback

Gradual Release of Responsibility

